



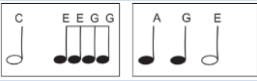
# Priestsic Primary and Nursery School – Strand Progression Document: MUSIC


Curriculum Strand	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Singing and performing</i>	<p>Skill: Sing a few familiar songs.</p>	<p>Skill: Sing a range of well know nursery rhymes and songs</p>	<p>Knowledge: Know that they can make different sounds with the voice including singing and speaking. Know how to follow instructions about when to play and sing.</p>	<p>Knowledge: • Know how to sing with an awareness of pulse, pitch, tempo and dynamics</p>	<p>Knowledge: • Know how to sing with increasing awareness of pitch and the inter-related musical dimensions</p> <p>Skills: • Sing songs with different structures – ostinato/rounds/call and response</p>	<p>Knowledge: Know songs and sing them with increased understanding of the overall effect that the inter-related musical elements can have.</p> <p>Skills: Sing songs with different structures and genres including songs from memory. Perform musical melodies using the voice, from memory</p>	<p>Skill: Maintain own part whilst others are performing their part</p> <p>Knowledge: Know how to sing part songs and recognising the musical effect this has, e.g. rounds, canons, harmonies, partner songs.</p>	<p>Skills: Sing in harmony and parts with increasing confidence and accuracy Perform parts from memory applying knowledge of simple notations Take part in an ensemble or solo performance with increasing confidence ad awareness of the inter-related dimensions of music</p>

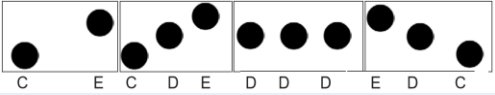
Curriculum Strand	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Playing and performing	Skill:	Skill:	Skill: <ul style="list-style-type: none"> <li>• Use instruments to perform and select sounds to represent different things.</li> <li>• Use body percussion and instruments to play the pulse of a song or piece of music.</li> </ul> Knowledge: <ul style="list-style-type: none"> <li>• Understand when to start and stop</li> </ul>	Skill: <p>Play simple rhythmic patterns and the pulse using body percussion and an instrument</p> Knowledge: <p>Know and recognise simple ways to interpret music graphically</p>	Knowledge: <ul style="list-style-type: none"> <li>• Know how to play clear notes on different instruments with an awareness of pitch and the quality of the sound made.</li> <li>• Know how to create repeated patterns with different instruments including body percussion</li> <li>• Understand how to improve their work in simple terms</li> </ul> Skills: <p>Use simple notation such as graphic score or staff notation</p>	Knowledge: <ul style="list-style-type: none"> <li>• Apply knowledge of notations when playing patterns on an instrument</li> <li>• Know a tune and play it from memory on an instrument</li> </ul>	Skill: <ul style="list-style-type: none"> <li>• Improve quality of playing with increasing awareness of technique and the inter-related dimensions of music</li> </ul> Knowledge: <ul style="list-style-type: none"> <li>• Know and understand simple notation such as graphic score or staff notation</li> </ul>	Skill <ul style="list-style-type: none"> <li>• Play instruments with increasing fluency and control</li> <li>• Play in ensembles and solo context with awareness of features of different pieces of music and how to adjust their playing accordingly.</li> </ul>




Curriculum Strand	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and appreciate	Skill:	Skill:	Skill: <ul style="list-style-type: none"> <li>• Say whether they like or dislike a piece of music and explain why using simple vocabulary taught.</li> <li>• Respond to music in different ways such as listening, moving to the music and playing along.</li> </ul> Knowledge: <ul style="list-style-type: none"> <li>• Know some musical terms such as pitch - high or low, tempo - fast or slow</li> </ul>	Skill: <ul style="list-style-type: none"> <li>• Make connections between notations and musical sounds they hear.</li> </ul> Knowledge: <ul style="list-style-type: none"> <li>• Know and use musical vocabulary.</li> </ul>	Knowledge:	Knowledge: <ul style="list-style-type: none"> <li>• </li> </ul>	Skill: <ul style="list-style-type: none"> <li>• </li> </ul>	Skill <ul style="list-style-type: none"> <li>• </li> </ul>

# Improvising and Composing

Curriculum Strand	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Create my own song or improvise a song around one I know. Tap out a simple repeated rhythm.</p> <p>Explore how sounds can be changed.</p>	<p>Make up a song. Create own beat with an instrument.</p>	<p>Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Use music technology, if available, to capture, change and combine sounds.</p>	<p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of</p>	<p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes. Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p>  <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating</p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose melodies made from pairs of phrases in either C major or A minor or</p>	<p>Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p>

			<p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent own symbols, for example:</p> 	<p>composed pieces.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>		<p>music to accompany a short film clip.</p> <p>Introduce major and minor chords.</p> <p>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>Capture and record creative ideas using any of:</p> <ul style="list-style-type: none"><li>• graphic symbols</li><li>• rhythm notation and time signatures</li><li>• staff notation</li><li>• technology.</li></ul>	<p>a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Working in pairs, compose a short ternary piece.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood, environment or to accompany a silent film or to set a scene in a play or book.</p> <p>Capture and record creative ideas using any of:</p> <ul style="list-style-type: none"><li>• graphic symbols</li><li>• rhythm notation and time signatures</li><li>• staff notation</li><li>• technology.</li></ul>	<p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>
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Curriculum Strand	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<p>Remember and sing an entire song. Play instruments with increasing control to express my ideas and feelings.</p> <p>Play an instrument in different ways.</p>	Perform songs, rhymes poems and stories with others	Perform songs, taking into account: pulse, beat, rhythm and pitch.	<p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</p>	<p>Develop facility in playing tuned percussion or a melodic instrument such as a recorder.</p> <p>Play and perform melodies following staff notation using a small range as a whole class or in small groups.</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes (see illustration):</p>  <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p>	<p><b>Instrumental Performance:</b> Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.</p> <p>Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale.</p>	<p><b>Instrumental Performance:</b> Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C range. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.</p> <p>Perform simple, chordal accompaniments to familiar songs</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>	<p><b>Instrumental Performance:</b> Play a melody following staff notation written on one staff and using notes within an octave range; make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp). Accompany this same melody, and others, using block chords or a bass line. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p>

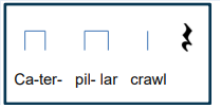

Curriculum Strand	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notation	-	-	<p>Explore and invent own symbols, for example:</p>  <p>Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</p> 	<p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</p> 	<p>Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Introduce and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g. C-G/do-so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C-C'/do-do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave. Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>

Curriculum Strand	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Music, listen, hear, instrument, bang, tap, shake, sound, clap, tap, pat, drum, clave, triangle, tambourine, shaker, sing, song, words, rhyme, action, voice	Instrument names, quicker, slower, beat, perform, audience, imagination, voice, perform, audience, imagination, pitch	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.



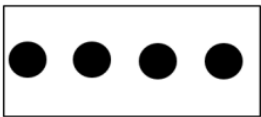

Curriculum Strand	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical concepts: Pulse, Beat, Metre			<p>Watch, follow and feel a steady beat</p> <p>Find and enjoy moving to music in different ways</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance, e.g.</p>	<p>Watch and follow a steady beat</p> <p>Find a steady beat Recognise the time signature 4/4 by ear and notation</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song.</p> <p>Know the difference between left and right to support coordination and shared movement with others.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p>	<p>Recognise and move in time with the beat</p> <p>Play the steady beat on percussion instruments Recognise the 'strong' beat</p> <p>Play in time with a steady beat in 2/4, 4/4 and 3/4</p>	<p>Recognise and move in time with a steady beat Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4</p> <p>Respond to the 'offbeat' or 'backbeat'</p> <p>Identify 2/4, 3/4 and 4/4</p>	<p>Recognise and move in time with the changing speed of a steady beat Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 6/8, 5/4</p> <p>Respond to the 'offbeat' or 'backbeat'</p> <p>Identify 2/4, 4/4, 3/4 and 6/8</p>	<p>Recognise and move in time with the changing speed of a steady beat Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 6/8, 5/4.</p> <p>Identify syncopation and swing Identify 2/4, 4/4, 3/4, 6/8, 5/4.</p>

			<i>jumping or walking on tiptoes.</i>	<i>Identify the beat groupings in familiar music that they sing regularly and listen to.</i>				
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Curriculum Strand	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical concepts: Rhythm			<p>Recognise and clap long sounds and short sounds and simple combinations</p> <p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns</p>  	<p>Recognise long sounds and short sounds and match them to syllables and movement</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p>	<p>Recognise by ear and notation: minims, crotchets, quavers and their rests</p> <p>Copy simple rhythm patterns created from minims, crotchets, quavers and their rests</p> <p>Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests</p> <p>Alternate between a steady beat and rhythm</p>	<p>Recognise by ear and notation: Semibreves, minims, crotchets, quavers, and semiquavers</p> <p>Dotted minims and dotted crotchets</p> <p>Dotted rhythm in melodies</p> <p>Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests</p> <p>Create rhythm patterns by ear and using simple notation that use semibreves, minims, crotchets,</p>	<p>Recognise by ear and notation: Minims, dotted crotchets, crotchets and quavers, and their rests</p> <p>Recognise by ear and notation: Dotted crotchets, dotted quavers, and dotted semiquavers</p> <p>Recognise by ear and notation: 6/8 rhythm patterns</p> <p>Dotted crotchets, triplet quavers, and dotted semiquavers</p> <p>Recognise by ear and notation: 9/8 rhythm patterns</p> <p>Dotted crotchets, triplet quavers, and quaver notes and their rests</p> <p>Dotted rhythm in melodies</p> <p>Copy simple rhythm patterns using the above rhythms</p>	<p>Recognise by ear and notation: Minims, crotchets, quavers, semiquavers and their rests</p> <p>Recognise by ear and notation: Dotted crotchets, dotted quavers</p> <p>Recognise by ear and notation: 6/8 rhythm patterns</p> <p>Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests</p> <p>Recognise by ear and notation: 9/8 rhythm patterns</p> <p>Dotted crotchets, triplet quavers and quaver notes and their rests</p> <p>Dotted rhythm in melodies</p> <p>Copy simple rhythm patterns using the above rhythms</p>

						<p>quavers</p> <p>Understand and explain the difference between beat and rhythm</p> <p>Recall the most memorable rhythms in a song or piece of music</p>	<p>rests Dotted rhythm in melodies</p> <p>Copy simple rhythm patterns using the above rhythms</p> <p>Create rhythm patterns by ear and using simple notation that use the above rhythm patterns</p> <p>Recall the most memorable rhythms in a song or piece of music</p>	<p>Create rhythm patterns by ear and using simple notation that use the above rhythm patterns</p> <p>Recall the most memorable rhythms in a song or piece of music</p>
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Curriculum Strand	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical concepts: Melody			<p>Recognise, sing and play high and low pitched notes</p> <p>Explore singing and playing C D E from the C major scale</p> <p>Explore singing and playing F G A from the F major scale</p> <p>Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling, e.g. o ascending xylophone notes to suggest Jack climbing the beanstalk, o quiet sounds created on a rainstick/shakers to depict a shower, o regular strong beats</p>	<p>Identify the high notes and low notes in a melody</p> <p>Join in part of a melody Rehearse and play a simple instrumental melody as a part to go with a song</p> <p>Identify the names of the notes on a glockenspiel: C D E F G A B C</p> <p>Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together</p> <p>Identify and play by ear or notation notes in the tonality of C major</p> <p>Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</p>	<p>Show the shape of a melody as rising and falling in pitch</p> <p>Learn to sing a melody by ear or from notation</p> <p>Learn to rehearse and play a melodic instrumental part by ear or from notation</p> <p>Identify the names of the pitched notes on a stave: C D E F F# G A B Bb C</p> <p>Identify the scales of: C major G major F major</p>	<p>Identify and explain what a melody is</p> <p>Learn to sing and follow a melody by ear and from notation</p> <p>Understand melodic movement up and down as pitch</p> <p>Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation</p> <p>Identify the names of the pitched notes on a stave: C D E Eb F# G A B Bb C C# D</p> <p>Identify the scales of: C major F major</p>	<p>Identify and explain steps, jumps and leaps in the pitch of a melody</p> <p>Learn to sing and follow a melody by ear and from notation</p> <p>Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation</p> <p>Identify the names of the pitched notes on a stave: C D E Eb F# G A B Bb C C# D</p> <p>Identify the scales of: C major F major D minor G</p>	<p>Identify major and minor by ear and from notation</p> <p>Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation</p> <p>Identify the names of the pitched notes on a stave: C D E Eb F# G A B Bb C C# D</p> <p>Identify the scales of: A minor G major D major D minor F major by ear or from notation</p> <p>Identify an interval of a major triad: 3rd, 5th</p> <p>Identify an octave by ear or notation</p> <p>Copy simple melodies by ear</p>

			<p>played on a drum to replicate menacing footsteps. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</p> 	<p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</p> 	<p>Identify if a scale is major or minor</p> <p>Copy simple melodies by ear or from reading notation</p> <p>Create melodies by ear and notate them</p> <p>Explore and play by ear or from notation: 5-note scale Pentatonic scale</p>	<p>G major A minor by ear or from notation</p> <p>Copy simple melodies by ear or from reading notation</p> <p>Create melodies by ear and notate them</p> <p>Identify and talk about the way vocals are used in a song</p> <p>Identify and explain: Harmony: two or more notes heard at the same time</p> <p>Second part: a second part, usually a melodic line, that creates harmony</p> <p>Explore chords I, IV and V in instrumental accompaniments</p> <p>Intervals of 3rd, 5th and octaves</p> <p>Identify the tonal centres of: C major F major G major A minor by ear</p>	<p>major E<math>\flat</math> major C minor by ear or from notation</p> <p>Copy simple melodies by ear or from reading notation</p> <p>Create melodies by ear and notate them</p> <p>Add new chords II and VI from a given tonality</p> <p>Identify tone by ear or from notation</p> <p>Identify intervals 3rd, 5th and 7th</p> <p>Identify the tonal centres of: C major and C minor F major D minor and D major E<math>\flat</math> major</p> <p>Identify and demonstrate: Major scale Minor scale Pentatonic scale by ear</p>	<p>or from reading notation</p> <p>Create melodies by ear and notate them Use chords C F G and A minor by ear or from notation</p> <p>Identify the tonal centres of: A minor G major D major D minor F major Identify and demonstrate: Major scale Minor scale Pentatonic scale Blues scale by ear and from notation</p>
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						<p>or from notation</p> <p>Identify and demonstrate a major and minor scale Screen reader support enabled.</p> <p>Identify and explain what a melody is Learn to sing and follow a melody by ear and from notation</p> <p>Understand melodic movement up and down as pitch</p> <p>Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation Identify the names of the pitched notes on a staff: C D E F G A B B<math>\flat</math> C C<math>\sharp</math> D</p> <p>Identify the scales of: C major F major</p>	<p>and from notation</p>	
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						<p>G major A minor by ear or from notation</p> <p>Copy simple melodies by ear or from reading notation</p> <p>Create melodies by ear and notate them</p> <p>Identify and talk about the way vocals are used in a song</p> <p>Identify and explain: Harmony: two or more notes heard at the same time Second part: a second part, usually a melodic line, that creates harmony</p> <p>Explore chords I, IV and V in instrumental accompaniments Intervals of 3rd, 5th and octaves Identify the tonal centres of: C major F major G major A minor by ear</p>		
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						or from notation		
						Identify and demonstrate a major and minor scale		

Curriculum Strand	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical concepts: <i>Tempo</i>			<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat</p> <p>Change the speed of a steady beat moving from fast to slow, slow to fast</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat</p> <p>Change the speed of a steady beat moving from fast to slow, slow to fast</p> <p>Control the speed of a steady beat getting faster and getting slower</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat</p> <p>Change the speed of a steady beat moving from fast to slow, slow to fast</p> <p>Control the speed of a steady beat getting faster and getting slower</p> <p>Direct the class in controlling the speed of a steady beat in a class performance</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat</p> <p>Change the speed of a steady beat moving from fast to slow, slow to fast</p> <p>Control the speed of a steady beat getting faster and getting slower</p> <p>Direct the class in controlling the speed of a steady beat in a class performance</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat</p> <p>Change the speed of a steady beat moving from fast to slow, slow to fast</p> <p>Control the speed of a steady beat getting faster and getting slower</p> <p>Direct the class in controlling the speed of a steady beat in a class performance</p> <p>The connection between tempo and musical styles</p> <p>Effective use of tempo at the end of a song</p>

							<i>The connection between tempo and musical styles</i>	
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Curriculum Strand	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical concepts: Dynamics			<p>Talk about loud sounds and quiet sounds and give some examples</p>	<p>Identify loud sections of music and quiet sections of music. Discuss what makes the music loud and quiet</p> <p>Understand the meaning of loud and quiet (forte and piano)</p>	<p>Listen out and respond to forte sections of music</p> <p>Identify loudly played instruments from listening to the music</p> <p>Use dynamics to help communicate the meaning of a song</p>	<p>Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo</p>	<p>Dynamics and how they change the mood and feel of music: forte, piano, mezzo forte, crescendo and diminuendo</p>	<p>Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, crescendo, and diminuendo</p> <p>Identify how dynamics can support the structure of a song or piece of music eg. diminuendo leading into a new section and change of mood</p> <p>Identify the connection between dynamics and texture eg. adding more players and/or singers makes the music louder</p>

Curriculum Strand	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical concepts: <i>Timbre</i>			<p>Identify different sounds in the environment, indoors and outside Identify the sounds of the instruments played in school</p> <p>Identify some of the sounds of the instruments heard when listening to music</p>	<p>Know the difference between a speaking voice and a singing voice Identify friends from the sound of their voice</p>	<p>Choose particular instruments for rehearsal and performing</p> <p>Identify the sound of different tuned and untuned percussion instruments</p>	<p>Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities Recognise the following groups of instruments: a marching band, a symphonic orchestra and its separate families: woodwind, brass, percussion and strings Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned</p>	<p>Recognise the following ensembles: Gospel choir and soloist Rock band Symphony orchestra A cappella group</p> <p>Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo,</p>	<p>Recognise the following ensembles: Pop group A cappella group Gospel choir</p> <p>Identify instruments that add particular colour to a song or piece of music Identify the following instruments by ear and through a range of media:</p> <ul style="list-style-type: none"> <li>- Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer</li> <li>- Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion</li> </ul>

						<p>percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer, electric guitar</p> <p>Recognise the difference between the sound of male and female voices Understand the importance of the vocal warm-up and its impact on the tone of the voice</p>	<p>accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute. Recognise the difference between the sound of male and female voices Tone colour and rapping</p>	<p>families, particularly piano, cello, flute, clarinet, trumpet, piano, trombone, double bass, saxophone, drums, violin, flute, French horn and tuba</p> <p>- Other instruments such as steel pans, harmonica, banjo and accordion</p>
Curriculum Strand	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical concepts: Texture			<p>Sing together</p> <p>Listen out for combinations of instruments together</p>	<p>Singing and playing together creates a musical texture</p> <p>Add body percussion accompaniments</p>	<p>Singing and playing together creates a musical texture</p> <p>Add body percussion accompaniments</p>	<p>Identify and explain texture: the number of voices or instruments playing and the richness of the sound</p>	<p>Sing and play instruments in different sized groups</p> <p>Identify solos and instrumental breaks in</p>	<p>Sing and play instruments in different sized groups</p> <p>Identify solos and instrumental breaks in songs and music</p>

					<p>Listen to the accompaniment to a song</p> <p>Identify large numbers of people playing and singing</p> <p>Listen out for solo players</p>	<p>they create</p> <p>Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music</p> <p>Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music</p> <p>Explain the term 'unison' and the difference between unison and solo</p>	<p>songs and music</p> <p>Talk about solo voices, backing vocals, and different vocal textures</p> <p>Identify changes in texture</p> <p>Talk about the different textures created by intervals and chords</p>	<p>Talk about solo voices, backing vocals and different vocal textures Refer to repeated rhythmic or melodic patterns as riffs/ostinato</p> <p>Talk about the different textures created by intervals and chords</p> <p>Understand how texture builds throughout a piece as voices are layered</p>
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Curriculum Strand	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical concepts: Structure (form)			<p>Add movement to key sections of a song</p> <p>Understand when to sing in a verse and a chorus</p>	<p>Join in with a repeated section of a song: the chorus, the response</p> <p>Join in with the main tune when it is repeated</p>	<p>Show the different sections of a song structure or piece of music through actions</p>	<p>Identify and explain the structural terms: verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB within musical structures</p> <p>Identify the instrumental break and its purpose in a song</p> <p>Recognise phrases and repeated sections</p> <p>Discuss the purpose of a bridge section</p>	<p>Identify and explain the structural terms: verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response and AB within musical structures</p> <p>Identify the instrumental break and its purpose in a song</p> <p>Recognise phrases and repeated sections</p> <p>Discuss the purpose of a bridge section</p>	<p>Talk about how musical styles often have the same musical structure eg. Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break</p> <p>Talk about the purpose of musical structures Identify where changes in texture and tonality help emphasise the contrasting sections in a song</p> <p>Changing the tonality of a song at differing points within the song creates different sections to the structure</p>